

Student's Name: _____

School: _____

Year: 2012 – 2013

Kindergarten Math Common Core Pacing Guide – 1st Quarter

CONCEPTS AND CAPABILITIES

REASONING

CONCEPT

AND DATA

1.OA.A.1 - Count up to 10 by 1's.	1.OA.A.2 - Count up to 10 by 1's.	1.OA.A.3 - Represent a number of objects with a written numeral 11 - 20 (up to representing a total of 10 objects).	1.OA.A.4 - Follow counting objects up to 10, and identify the standard order, principles to object names, number name and relationships among numbers objects.	1.OA.A.5 - Understand the first number name and identify number of objects to count to higher number of objects, the more important arrangement in order counting.	1.OA.A.6 - Understand that each two number names refers to a quantity that is one larger.	1.OA.A.7 - Count to 100, by ones, by tens, and by groups of 10, through a number's end.	1.OA.A.8 - Identify whether the number of objects in a group is greater than, less than, or equal to the number of objects in another group.	1.OA.A.9 - Compare two numbers between 1 and 10, provided in written numerals.	1.OA.A.10 - Identify objects given a description and the number of objects in the object.	1.OA.A.11 - Test the object's length.	1.OA.A.12 - Identify objects that are composed of using square of shapes and identify their position, shape, color, texture, function, material of, behind, under, inside, outside, between.	1.OA.A.13 - Count by ones, dozens, regardless of their arrangement in a group, in, up, down, left, right, forward, backward, and other directions.	1.OA.A.14 - Identify objects that are composed of using square, diamond, and other shapes, and identify their position, shape, color, texture, function, material of, behind, under, inside, outside, between, and other directions.	1.OA.A.15 - Identify objects that are composed of using square, diamond, and other shapes, and identify their position, shape, color, texture, function, material of, behind, under, inside, outside, between, and other directions.
1.OA.B.1 - Count to 100, by ones, by tens, and by groups of 10, through a number's end.	1.OA.B.2 - Count to 100, by ones, by tens, and by groups of 10, through a number's end.	1.OA.B.3 - Represent a number of objects with a written numeral 11 - 20 (up to representing a total of 10 objects).	1.OA.B.4 - Follow counting objects up to 10, and identify the standard order, principles to object names, number name and relationships among numbers objects.	1.OA.B.5 - Understand the first number name and identify number of objects to count to higher number of objects, the more important arrangement in order counting.	1.OA.B.6 - Understand that each two number names refers to a quantity that is one larger.	1.OA.B.7 - Count to 100, by ones, by tens, and by groups of 10, through a number's end.	1.OA.B.8 - Identify whether the number of objects in a group is greater than, less than, or equal to the number of objects in another group.	1.OA.B.9 - Compare two numbers between 1 and 10, provided in written numerals.	1.OA.B.10 - Identify objects given a description and the number of objects in the object.	1.OA.B.11 - Test the object's length.	1.OA.B.12 - Identify objects that are composed of using square of shapes and identify their position, shape, color, texture, function, material of, behind, under, inside, outside, between.	1.OA.B.13 - Count by ones, dozens, regardless of their arrangement in a group, in, up, down, left, right, forward, backward, and other directions.	1.OA.B.14 - Identify objects that are composed of using square, diamond, and other shapes, and identify their position, shape, color, texture, function, material of, behind, under, inside, outside, between, and other directions.	1.OA.B.15 - Identify objects that are composed of using square, diamond, and other shapes, and identify their position, shape, color, texture, function, material of, behind, under, inside, outside, between, and other directions.

Sullivan County Kindergarten Common Core Pacing Guide

Kathy Brown



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Table of Contents Sullivan County Kindergarten Common Core Pacing Guide

1. Understanding the eBook Sullivan County Kindergarten Common Core Pacing Guide
 - The Rise of Digital Reading Sullivan County Kindergarten Common Core Pacing Guide
 - Advantages of eBooks Over Traditional Books
2. Identifying Sullivan County Kindergarten Common Core Pacing Guide
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Sullivan County Kindergarten Common Core Pacing Guide
 - User-Friendly Interface
4. Exploring eBook Recommendations from Sullivan County Kindergarten Common Core Pacing Guide
 - Personalized Recommendations

- Sullivan County Kindergarten Common Core Pacing Guide User Reviews and Ratings
- Sullivan County Kindergarten Common Core Pacing Guide and Bestseller Lists
- 5. Accessing Sullivan County Kindergarten Common Core Pacing Guide Free and Paid eBooks
 - Sullivan County Kindergarten Common Core Pacing Guide Public Domain eBooks
 - Sullivan County Kindergarten Common Core Pacing Guide eBook Subscription Services
 - Sullivan County Kindergarten Common Core Pacing Guide Budget-Friendly Options
- 6. Navigating Sullivan County Kindergarten Common Core Pacing Guide eBook Formats
 - ePub, PDF, MOBI, and More
 - Sullivan County Kindergarten Common Core Pacing Guide Compatibility with Devices
 - Sullivan County Kindergarten Common Core Pacing Guide Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Sullivan County Kindergarten Common Core Pacing Guide
 - Highlighting and Note-Taking Sullivan County Kindergarten Common Core Pacing Guide
 - Interactive Elements Sullivan County Kindergarten Common Core Pacing Guide
- 8. Staying Engaged with Sullivan County Kindergarten Common Core Pacing Guide
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Sullivan County Kindergarten Common Core Pacing Guide
- 9. Balancing eBooks and Physical Books Sullivan County Kindergarten Common Core Pacing Guide
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Sullivan County Kindergarten Common Core Pacing Guide
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Sullivan County Kindergarten Common Core Pacing Guide
 - Setting Reading Goals Sullivan County Kindergarten Common Core Pacing Guide
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Sullivan County Kindergarten Common Core Pacing Guide
 - Fact-Checking eBook Content of Sullivan County Kindergarten Common Core Pacing Guide

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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